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C&I 303.01: Educational Psychology and Measurement

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C&I 303
Educational Psychology and Measurement

Summer Session I, 2007
MTWR 11:30 – 1:10
ED 313/LA 211

“We are all in this together—by ourselves.”
Lily Tomlin

Instructor: Scott Hohnstein
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COURSE DESCRIPTION:

This course will examine the psychology of learning as it applies to classroom teaching. Learning and developmental theories of behavior and cognition as well as instructional approaches in addition to learning environments and student assessment will be studied. Admission to the teacher education program is required for enrollment in this course.

OBJECTIVES:

Participants in this course will be able to:

- describe how developmental processes interact with student learning and apply this knowledge to classroom settings;
- identify and describe components of the major learning theories;
- discuss the positive and negative aspects of various teaching methodologies and understand the influence these strategies have on learning outcomes;
- apply principles of motivation in construction of learning activities;
- discuss and apply concepts related to assessment within the context of the classroom.

INSTRUCTION:

A variety of instructional methods will be used throughout this course including lectures, Power Point presentations, small and large group problem-solving activities as well as role-plays, videos and student-led presentations and discussions. Students who need individualized accommodations due to a disability are encouraged to contact the instructor at the beginning of the course.

“To lead the people—walk behind them.”
Lao-Tzu

COURSE EXPECTATIONS:

All students will be expected to comply with the academic honesty policies described in the *University of Montana Student Conduct Code*. Any violation will result in a letter to the Dean, recommending immediate expulsion and a grade of “F”. The code is available for review online at <http://www.umt.edu/SA/VP/SA/index.cfm/page/1321>.

TEXT:

Slavin, R.E. (2006). *Educational psychology: theory and practice*, 8th Ed. Boston: Allyn & Bacon.

“Arriving at one goal is the starting point to another.”
John Dewey

LEARNING ACTIVITIES:

Educational Autobiography: (80 pts.)

For this activity, you will write a 3 – 5 paged paper that chronicles your own educational experiences. Discuss examples of how your developmental needs—whether physical, mental, emotional or social—were met or not met at various grade levels. Additionally, please discuss any awareness you have gained as to how you learn best and what motivates you to learn. Please make references to educational psychology concepts from your text where applicable.

Book or Movie Character Analysis (80 pts.)

You will choose either a book or movie and write a 3 – 5 paged review of its content. Your review should address the relevancy of the book or movie to concepts in educational psychology. Please focus on educational psychology concepts that you did not address in your educational autobiography. In so doing, you should focus your review on 2-3 characters. Your review should also discuss how the book/movie has informed your development as a teacher. Ideas for books and movies will be provided in class.

Reading Quizzes (4 quizzes @ 25 points each):

Four take-home quizzes specific to reading content in your Educational Psychology textbook will be given throughout the course. Quizzes will be distributed each week at the end of class on Thursday and will be due at the beginning of the first class the following week. Quizzes will cover material relevant to assigned readings in the Slavin text. Quizzes may incorporate multiple choice, true/false as well as essay questions. You may use your Educational Psychology text for guidance in completing the quizzes. Students will lose one full letter grade of credit for each consecutive day a quiz is handed in late.

“Success is dependent on effort.”
Sophocles

Individual Chapter Presentations (40 points):

You will choose a designated section from one of the chapters in the Slavin text to present and teach to the class. Presentations should be no more than 30 minutes long. You are asked to provide a one-page handout of either notes or an activity for the class. Presentation format will vary. Please feel free to engage the class with lecture, Power Point presentations, cooperative activities, discussions, role plays, drama, art, music etc. Creativity and fun is definitely encouraged. Most importantly, make sure the activity and information you present and teach relates in some way to at least one concept from the Slavin text that is assigned to you.

Test Presentations (20 points):

You will present information on a test that you will choose from a list that will be distributed in class. Presentations should be 10-15 minutes. You should provide a one page handout for the class discussing any information pertaining to the following: the history of the test, what it measures, who takes the test, how scores are reported, the accommodations made for students with disabilities as well as any reliability or validity measures for the test. You can also address any criticisms of the tests as well as your personal opinion of the test's worth.

Final Exam (30 points):

On the last day of class, students will take an in-class final exam.

Attendance and Participation (50 points):

Your attendance and participation are essential components to the success of this class. You are asked to attend class on time prepared to participate with daily assignments and readings completed accordingly. Your attendance and participation will be evaluated based on your faithful attendance and contributions to class time. Students are expected to have no more than two absences from class.

SUMMARY OF POINTS:

Educational Autobiography	80 points
Book or Movie Character Analysis	80
4 Reading Quizzes @ 25 points each	100
Individual Chapter Presentation	40
Test Presentation	20
Final Exam	30
Attendance and Participation	<u>50</u>
	400 total points.

GRADE BREAKDOWN:

94% and above	A
91-93%	A-
88-90%	B+
85-87%	B
82-84%	B-
75-81%	C
74% and below	No Pass.

“Most everything in life is 90 percent mental—the other half is physical.”

Yogi Berra

SCHEDULE OF READINGS AND DUE DATES

Week 1:

May 21	You, Me, We Scavenger Hunt; Syllabus; Sign-up; Good/Not so Good Teachers
22	Common Sense vs. Educational Psychology, The Foundations, Movie Clip Character Analysis, Sociology and Psychology
23	Chapter 5: Behavioral Theories of Learning
24	Chapter 10: Motivating Students to Learn; Hand out Quiz 1

Week 2:

May 27	No Class; Please Honor Memorial Day
28	Educational Autobiography due; Quiz 1 due; Hand out Book/Movie List; A, B, C's and Animals
29	Chapter 6: Information Processing and Cognitive Theories of Learning
30	Chapter 7: The Effective Lesson; Hand out Quiz 2

Week 3:

June 3	Quiz 2 due; Chapter 3: Development during Childhood and Adolescence
4	Activities in a round; Chapter 8: Student-Centered and Constructivist Approaches to Instruction
5	Share; Develop Role Plays
6	Stage and analyze Role Plays; Hand out Quiz 3

Week 4:

June 10	Quiz 3 due; Movie Character Analysis due Student Poverty, All in the family; Chapter 4: Student Diversity
11	Chapter 13: Assessing Student Learning
12	Chapter 14: Standardized Tests
13	Hand out Quiz 4

Week 5:

June 17	Quiz 4 due; Test Presentations
18	Test Presentations
19	Writing a Test
20	Final Exam

"Thank you for being in this class."
Scott